

# The Vocational Guidance *Quarterly*

VOL. 2 NO. 2

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WINTER 1953-54

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# *The Vocational Guidance Quarterly*

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*A Division of the American Personnel and Guidance  
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There'll always be an NVGA: Some members appear worried lest NVGA as such disappear from or fade into the background of the professional personnel scene, now that APGA is rapidly becoming a forceful reality. There need be no concern, however, since NVGA is concerned primarily with one of the strong common denominators of most personnel work.

The vocational guidance aspect, while vitally important, is seldom the whole of any counseling; but on the other hand, it is not often entirely absent from consideration, either directly or by implication. NVGA thus has something very much worth while to offer every APGA member, though he be primarily concerned occupation-wise or interest-wise with another division.

Both NVGA and APGA have a mutual interest in working together for the common good—we need each other. But, we both need bigger, better, and more active organizations.

## ***Message from the***

## **PRESIDENT**

Membership drive gains momentum: The most carefully and extensively organized membership campaign in NVGA's history is now in full swing under the leadership of Membership Committee Chairman Oliver C. Davis. It's tied in, of course, with the very aggressive membership campaign of APGA Membership Coordinator Paul L. Cambreleng. To these campaigns you should lend both your moral and physical support and bring in at least one new member this year.

Think what the total membership would be IF EACH OF YOU DID YOUR PART, TOO! It's well worth a try, but you must act now.

Committee on Public Information and Professional Relations goes to work: Trustee Mary E. Campbell is the Chairman of this newly-appointed committee. First meeting of the Committee, membership of which

included several officers and trustees, was held at Teachers College on October 23 to consider the nature and scope of the Committee's activities. This Committee has many long-term implications for both NVGA and for APGA. The Committee decided to postpone temporarily the earlier recommendation for a national conference on public relations, feeling that a somewhat later timing would be more opportune.

New Professional Membership Committee Chairman:

Arthur A. Hitchcock, Director, Junior Division and Counseling Service, University of Nebraska, Lincoln, Nebraska, is the new leader of this important NVGA Committee. He succeeds Estelle Feldman of New Haven, Connecticut, who asked to be relieved of the chairmanship because of the heavy pressure of professional duties.

Chairman of Committee on Nominations and Elections appointed: Harry W. Smallenburg, Director of Research and Guidance in the Los Angeles County Schools, Los Angeles, California, has been appointed Chairman of the NVGA Nominations and Elections Committee for this year. Smallenburg and C. Harold McCully, Director of the Veterans Administration Counseling Service, Washington, D. C., are the NVGA Representatives on the APGA Elections Committee. McCully was appointed Chairman of the APGA Committee by President Super.

N. Y. State Counselors Association to hold meeting jointly with APGA: Thanks to the cooperation of President Lloyd Moreland and his Executive Committee, the NYSCA will hold its 1954 Conference in conjunction with APGA at Buffalo. The NYSCA Conference will start a day in advance of the Convention—on Sunday, April 11. The joint conference will certainly add much to both the quality of program and the attendance at both conferences.





*An eye-catching literature display at the first*

## *International Vocational Guidance SEMINAR IN ITALY*

*by SILVANO CHIARI*

ORGANIZED BY the International Association of Vocational Guidance in cooperation with the Italian Board of Education, the first international seminar of vocational guidance took place in Montecatini, Florence, April 20-30, 1953. There were over 100 participants: 46 from Italy, 12 from Western Germany, 11 from France, 8 from Holland, 5 from Belgium, 4 each from Switzerland and the Saar, 3 from Spain, 2 from Great Britain, and 1 each from Austria, Brazil, Denmark, French Morocco, Israel, Luxembourg, and Norway. Some officially represented the In-

ternational Labor Organization and the Council of Europe.

Professor Emile Lobet, President of the Association, was the general director of the Seminar and spoke on "Vocational Guidance and the Vocational Guidance Counselor in Present-Day Society." Prof. Padre A. Gemelli lectured on "The Different Stages of Vocational Guidance" and Mme. Benassy on "The Staffing of the Vocational Guidance Service." Mr. Giraud discussed "The Organization of Vocational Guidance from the Legislative, Structural, and Financial Points of View." An exhibition in which 10 countries and the International Labor Organization displayed tests, apparatus, forms, literature, photos, and diagrams gave each participant

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the opportunity of seeing technical materials from other countries and resulted in constructive discussion. At two meetings, films on vocational guidance were presented by Belgium, Germany, and Italy.

In Montecatini, the Council of Technical Education of Florence had arranged a vocational guidance office which showed medical and psychological apparatus used in counseling. In Florence, the participants visited the Institute of Applied Psychology which has been active for 25 years and is one of the first vocational guidance offices in Italy; the INAIL-ENPI Study Center of Labor Accidents, one of the most modern and best equipped medical and psychological laboratories in Europe; the Leonardo Da Vinci Technical School, and the Technical School of Agriculture. In Siena, two vocational high schools of singular technical and pedagogical interest were visited.

The following outline presents the official results of the Seminar as arrived at in working groups and approved after discussion.

#### *Organization, Legislation, Rules and Financial Problems of Vocational Guidance*

The Association International de Orientation Professionnelle follows the recommendations of the International Labor Organization (Geneva 1949) and wishes to deal with:

- (a) Its relationships with the International Labor Organization.
- (b) Some practical questions relating to the gratuitous nature of vocational guidance service as well as to the preparation of physicians and teachers regarding vocational guidance.
- (c) Some questions relating to following international criteria for occupational information.

#### *Counselors of Vocational Guidance: Their Preparation, Competence, and Regulation*

In consideration of the fact that vocational guidance offices need specialists, the Association underlines the necessity of professional counselors whose professional status is made valid by an official diploma.

- (a) Candidates should be 22 years old and should have successfully completed a secondary school course.
- (b) The professional study course, both theoretical and practical, should last 3 or 4 years.
- (c) Specialized courses for all counselors of vocational guidance should be organized on a national plan.
- (d) Specialized courses for those particularly skilled and experienced might be organized on an international plan.

Remaining for consideration are:

- (a) The part of other specialists interested in vocational guidance; the relationships among them; and their special preparation.
- (b) The regulation and professional ethics of vocational guidance counselors.

#### *The Stages of Vocational Guidance*

Considering vocational guidance as a dynamic process, its different stages may be regarded as follows:

- (a) Prevocational guidance should generally begin as soon as possible in cooperation with the elementary school.
- (b) Vocational guidance offices officially recognized should serve people of every age and handle every counseling request.
- (c) Only an experienced counselor must be authorized to give vocational counseling.
- (d) Any professional occupation should be the result of vocational counseling given by a vocational guidance office officially recognized.
- (e) The regulation of vocational guidance counseling is to be considered necessary.

#### *The Vocational Guidance Case-Paper*

- (a) The vocational guidance case-

paper should contain as much information as is needed to give adequate vocational counseling.

- (b) The various forms of the case-paper should be established by a Commission on which vocational counselors as well as other specialists are represented, the composition depending upon the particular situation in each country.
- (c) It is hoped to provide and make available a series of tests, to provide for their practical interpretation, and to limit the participation of different technical specialists.
- (d) The relation between vocational guidance offices and research institutes should be strengthened.
- (e) Rules regarding the reproduction of tests and their protection by copyright should be established.
- (f) The compilation of a bio-psychological form in order to follow subject evolution is recommended.

#### *Vocational Guidance of the Handicapped*

The Association, following the Recommendation of the International Labor Organization on vocational guidance (Geneva, 1949), wishes that the vocational guidance of handicapped and invalid people may become the object of a special organization in cooperation with the services of social rehabilitation. Counselors charged with counseling the handicapped need special preparation.

#### *Vocational Guidance and Immigration*

The Association thinks that vocational counseling for migrants before they leave home is necessary. Vocational counseling should guide migrants toward the occupations offered by the countries to which they migrate. It is hoped that in the general problem of migration, vocational guidance may be considered. The classification of occupations established by the International Labor Organization is not followed in every country. It is hoped that this classification will be utilized to facilitate services to migrants.

#### *News from N.Y.U.*

A mimeographed outline of 85 assignments, for students in the first half of a graduate course in Occupations, may be obtained free from Robert Hopcock, New York University, New York 3, N. Y., by asking for "Mimeo 260.3 Summer 1953."

# **Personnel Practices at DU PONT**

*An interview with L. A. Wetlaufer, Assistant Manager, Personnel Division, Employee Relations Department, E. I. du Pont de Nemours & Co.*

**Question:** *What is du Pont's policy on promotions?*

**Answer:** "Promotion from within" is a du Pont policy of long standing. An effort is made each year in all parts of the Company to place young people who, it is believed, have the abilities and characteristics necessary to satisfy the requirements of promotional opportunities. Such a policy requires not only careful selection at the time of employment, but an active appraisal program, in order that potentialities may be recognized and properly developed.

Situations do arise from time to time, however, where a new field is being developed for which the Company has few, if any, people who possess the necessary training and experience, and where experienced people from outside the Company are engaged for administrative or specialist posts.

Few positions in the Company are frozen to any set educational pattern. Even in research, which perhaps approaches such a pattern, one finds competent researchers who started with no research experience or background. It is true, however, that as increasing numbers of our population complete high school and college, those who enter the areas of greatest responsibility possess a higher degree of

formal education than their predecessors of previous generations.

**Q:** *How can schools (high schools, colleges, technical schools) better serve industry?*

**A:** The du Pont Company, in common with others, is interested in seeing every person educated to the best level for his future. In a broad sense, schools can better serve industry through the development and use of improved methods of evaluation and counseling. There are people with college degrees who, it seems, would have been better advised to learn a craft. Conversely, there are many high school graduates entering the labor market each year who are capable of further training. Efforts to recruit more candidates for college training from the latter group should bear fruit not only for industry but for the country as a whole.

In the high school field, better instruction in commercial courses, especially in typing and stenography, might result from closer attention to the standards required by industry. Also, in the vocational high schools, careful assessment year by year of local opportunities should result in maintaining a better balance between types of training and types of jobs available.

Again, at the high school level, preparation of students for college might be enhanced in many instances by closer attention to college curriculum requirements and thus provide industry with better trained people.

At the college level, there is observed in some quarters an apparent trend toward an imbalance between sound fundamental training and training in various types of industrial and business practices. For example, in the technical fields, the du Pont Company receives many inquiries each year asking what courses should be developed to better prepare students for specific fields, such as plastics or dyes or synthetic fibers. Also, colleges occasionally offer courses dealing

with special industrial practices, the content of which may be obsolete by graduation time. It seems appropriate to express a strong plea that colleges adhere more largely to the teaching of fundamental principles and let industry assume the major role as the instructor in specific applications.

Finally, schools at all levels can be of greater service to industry by imparting to youth greater facility in the use of the English language. Words may be "mightier than the sword," but only when the right ones are employed. Many new and powerful ideas remain locked in the minds of men because their possessors lack the talent for simple and convincing expression. Observation of both high school and col-

***One of many training sessions with upgrading of employees as the objective***



lege graduates indicates a need for building a sounder foundation in this respect and especially in the early years of schooling.

**Q: What in-plant training opportunities are offered by du Pont?**

**A:** Training of new employees in du Pont is largely on-the-job training. The manner by which it is accomplished, however, varies from unit to unit. In a small plant the trainee is likely to work directly with an experienced person, and being in a small plant the duties of his sponsor are, on the average, of a rather broad nature. The trainee thus gains broad knowledge in such an assignment. In a large plant where the work is more functionalized, a more formal training program may be employed. Here, for example, the trainee for production supervision may receive assignments in different areas until he has gained knowledge of an entire plant operation.

Similarly in sales work, if a unit should hire only one or two people at a time, training is normally accomplished through specific assignments. On the other hand, if a large number of people are employed for a particular field, a special training program may be conducted.

Training in research, beyond orientation and seminar programs, is specific on-the-job training. The

new employee usually works with an experienced associate for a period of time before taking on projects requiring independent attention.

**Q: How does du Pont hire its workers?**

**A:** Du Pont hires professional personnel largely through a central recruiting program. The heart of the program consists of interviews on college campuses followed by placement activity among the Company departments. Employees otherwise are hired locally throughout the Company. Research is in constant progress on improving the methods of selection for all categories of personnel.

**Q: Who helps du Pont employees with their personal and job-adjustment problems?**

**A:** Personal and job-adjustment problems among du Pont employees are a primary responsibility of immediate supervision. Problems in this area are, of course, directly related to hiring methods and as the latter improve, personal and job-adjustment difficulties diminish. Supervisory training programs are carried out to assist supervision in adequately handling the problems which arise. Except in isolated situations, special counselors are not used.

# 22 ways of DISSEMINATING CAREER INFORMATION

by RAY HANDVILLE

MUCH HAS been said and written on methods and techniques of disseminating career information to high school students. This article is a summary of these proposals, with several ideas that have probably seldom appeared in print.

Many counselors depend upon one or two ways to pass on career data to their students to the exclusion of many other methods which could well supplement those they

use. The methods briefly described here may serve as a reminder to those who believe that occupational information is essential in intelligent career planning.

These ideas have been proven practical. The details for putting each into practice can be readily worked out. The few comments given are the high points around which the technique is organized for local application or a brief evaluation of the practice. Asterisks indicate the 11 methods that have been found most effective in the experience of the author.

*Assembly Talks:* Topics should

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***Students make use of career selection aids in New York county cooperative program***



be carefully chosen. So many interests are represented in a school assembly that the talks should be very general. The speaker should be chosen for his ability to appeal to students. Talks should be brief and supported by visual aids.

**Bulletin Board Displays:** Their purpose is to stimulate interest in further study or reading and to broaden the vocational horizon of students. Change the display every week, if it is on a stationary board; have plenty of white space in the display: use colors in the printed signs; use many illustrations; do not crowd with solid reading material; secure the help of your art department. Displays are much more effective on portable bulletin boards, which can be made by different class groups and then displayed in the chalk trays of different rooms.

**Career Booklets:** These are booklets made by students who have been assigned, or have selected, occupational titles on which to do "research." The value of this method is open to question. It is generally considered as a "busy" project to be used when the leader has no other ideas.

**Career Days:** This is a good public relations technique. The school will generally receive many compliments on the program even though the value to students in proportion to the work required is questionable.

**\*Career News Letter:** To get to all interested students bits of important information that come to a counselor's desk is often a problem. This information may be summarized and placed in a news letter to be read by home- or classroom teachers and then posted on the room bulletin boards. These letters should: be brief (one page); contain no more than a short para-

graph on any one topic; be designed to stimulate students to seek more data; broaden the career horizon of all students. One short letter a week is much more valuable than a long one every month.

**Clubs:** Career, college, and scholarship clubs held during activity periods can be used to advantage with small groups having similar interests. (See Group Discussions.)

**\*Dictionary Occupational Titles:** It is surprising to learn how few counselors know little or nothing about this book which makes fascinating reading for anyone interested in careers. Students should be referred to it constantly. It should be used in counseling and group work and be available in the guidance office and the library. There should be several copies in every school.

**\*Exploratory Experiences:** The best way to learn about one's interests and abilities in any field of work is to do the job, do related work, or at least be for a period in an environment where the work is being done. These experiences are often made possible by a counselor through one of his local service clubs. The actual experience of an employee (including pay, time clock punching, etc.) are desirable in such summer, after-school, or Saturday experiences.

**Film Strips:** Film strips dealing with career information can be very dull to a group of students accustomed to TV and sound movies. The knowledge and enthusiasm of the user of the strips are the determining factors in their value.

**\*Group Discussions:** Students have so many problems in common that it is advantageous to meet in groups to discuss them. Discussion groups are ideal when composed of

students who have the same wish, for instance: to go to college; to make a college choice; to search for a scholarship; to enter apprenticeship training; or to enter the same job.

\**Job Analyses*: Students can readily learn the fundamentals of doing a simplified job analysis. With the *Training and Reference Manual for Job Analysis*, U. S. Department of Labor, available from the Government Printing Office, Washington, D.C. for 30¢ a counselor can readily work out a student outline. Any counselor can profit by practicing these techniques himself. Data collected by students may be filed for the use of others.

\**Library Guidance Corner*: Most students have a problem finding career materials in the library. Generally there is a sufficient volume of materials to justify a "guidance" corner with its own table, chairs, occupational file, and special bookshelves. This is another way of lending emphasis to career materials.

*Motion Pictures*: Many sound films are listed in motion picture catalogues under "Occupational Information." Numerous professional evaluations of these have resulted in labeling most of them unsuitable. The user should review the films before using them. Where suitable ones are used it is highly desirable to prepare students for the viewing and then to follow the "shows" with a discussion period.

*Occupational Classes*: The value of formal "guidance" classes is demonstrated by the fact that very few are continued out of the hundreds that are started. They have proven impractical for most schools.

\**Occupational File*: Such a file is essential to contain the wealth of available inexpensive or free unbound occupational material. The

file should be kept where it will get maximum use, either in the outer guidance office or in the guidance corner in the Library.

*Placement Service*: Placing students in part- or full-time jobs enables them to receive experience which will aid them in making their career choice.

*Speaker, Career*: The practice of inviting career speakers to talk to interested students is a good technique. Care should be exercised in the selection of speakers, who should center their brief talks around an outline (furnished by the counselor) containing essential topics. A series of talks given one at a time should be planned for the whole year and each student who wishes may sign up for a limited number. The talks should be considered sufficiently worth while for interested students to be excused from classes to attend them. A discussion period should follow each talk.

\**Subject-Occupations Relationships*: Each teacher should have a wall chart indicating the occupations to which interest and ability in her subject may lead such as those published by the Chronicle Guidance Publications, Moravia, N.Y. She should also have a complete list of such occupations with brief definitions. At least one class period a semester should be devoted to a discussion of this list.

\**Survey of Jobs in the Community*: Job surveys done by students are excellent means of broadening the vocational horizons of students and making them more career conscious. A summarized report should be prepared of the survey and discussed with the group who made it.

\**Visits to Places of Employment*: Well conducted tours by small groups of interested students is an

excellent way to acquaint them with working conditions in local and nearby industries and other places of employment. Preparation before the visits and follow-ups are necessary to secure maximum benefits.

\**Worker Interviews:* Students should be able to talk with experienced workers about jobs to which they are aspiring. This means careful selection and preparation of interested workers in the com-

munity, each of whom should have an outline to follow in discussing his job with students. Counselors should have a card file arranged alphabetically by the job titles of these people. Appointments may be arranged by phone by the counselor. These workers should be encouraged to arrange for student visits to their places of employment, but it is often best for the student to go to the home of the worker for the interview on his particular job.

### We Saw It in the Popular Press

*Glamour*, September, 1953. "Your Job is Our Job" presents the highlights of *Glamour's* June seminar at which experts from education, government, business, and industry (including NVGA officials) discussed measures leading to more and better job opportunities and satisfactions for the girl with a job.

*Mademoiselle*, September, 1953. "Letter to a Stranger" offers tips to the novice job hunter on how to write a letter of application. "Profile of the Pro" in the May issue challenges the beginner to learn to do a professional job.

*U. S. News and World Report*, July 3, 1953. An interview with Dr. Paul B. Magnuson who served as head of the 1951-52 President's Commission on the Health Needs of the Nation includes information on the supply and distribution of doctors, their earnings, and problems. (See earlier discussions in the *Quarterly's* 1953 Winter and Spring Issues.)

*Saturday Evening Post*, July 11, 1953. The work of the customs inspector is described in "Smugglers Are Their Quarry." About 100 new port patrol officers are appointed to the U. S. Customs Service yearly; about 1200 apply each year for customs jobs in New York alone.

# *Alumni Day Program at Islip High School*

*by WILLIAM F. HAYWARD*

A N ALUMNI DAY Program was planned at Islip High School as one method of keeping students informed about opportunities open to them after graduation. It was felt that this program would have certain advantages over some other types of career and college day programs. The alumni were to be selected from the last three graduating classes and would be well known to the student body and closer to their age levels. These recent alumni would have a better understanding of the problems and questions of the undergraduates, and so could discuss the conditions they found at colleges and in business on the level of understanding and interests of present students. Their information would be current and about schools and businesses to which our students go. Above all the atmosphere would be friendly and relaxed without the feeling of remoteness that sometimes comes when age differences are too great or problems too unrelated.

Thirty-nine graduates were contacted, told briefly about the program being planned, and asked if they would like to participate. They were selected because they had gone on to higher education, were working in a business that attracted many of our graduates,

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or were in a civil service occupation. While this was being done, about six weeks before the actual program was to take place, the idea was discussed with the faculty and students to get their reaction and help in setting up the conference. As alumni replied, indicating they would participate, further information was sent them including a check list of the factors they might consider in talking with the students.

The actual program began with a breakfast for the alumni, followed by an assembly at which each of them was introduced and spoke for a minute or two. Following the



*Larry Isacksen, an alumnus, came from Sewanee, University of the South, to attend Alumni Day at Islip.*

assembly, each student visited two group sessions at which different alumni spoke and answered questions.

About a week before the program, each student made three selections of the alumni he wished to hear. Groups were then formed so that there were two alumni in each group wherever possible. Pupils were assigned to the groups they had selected. Where a pupil had selected two alumni who were in the same group session, the pupil was assigned to his third choice for the second session. The slips on which pupils made their selections were then returned to the students with the room to which they were to go for each session indicated. These slips were collected at the group sessions and returned to homeroom teachers as proof of attendance. Each group session was approximately the same size; almost every alumnus had one other person to work with; and the alumni in each group were considering closely related material. Faculty and student hosts were also appointed for each group session to make introductions and to help the meetings run smoothly.

The program was scheduled for the day before school closed for Easter vacation so that the alumni would be more likely to be available. Alumni response was excellent. Most of those who could not be present either came in to explain why they could not come or wrote offering their services at a future time.

The alumni were brought together briefly at the end of the program. A surprising factor was the enjoyment that they expressed at having been able to take part in the conference. Many of them said that they enjoyed talking to

the students and helping them by relating their own experiences and that they would be glad to come back for a repeat performance at a future time.

The program was exceptionally well received by the students and the faculty. Even though some of the students were not particularly interested in the schools or occupations represented, the appeal of the alumni, the sports and other activities in which they engaged, and the discussions of the problems they faced held the interest of just about all of the students. Some interesting comments and side lights on the conference were the following:

- One alumnus left college at 3 a.m., traveled all night, and arrived at school at 9:15, just in time for breakfast.
- A parent said that the conference had been the topic for conversation at the dinner table that night and her son seemed to have gotten a better idea about college and more stimulation about preparing for it than by anything that had happened in the past.
- Pupils subsequently quoted speakers as a basis for a reemphasis of their educational goals or a change in them.
- Teachers expressed surprise at the manner in which alumni held attention and controlled groups.
- The reunion breakfast gave the opportunity to keep abreast of conditions at the schools which our students attend.
- Some pupils were disappointed because no alumnus was available from the armed services. Programs sponsored by the various armed services were held at the school later during the year to meet the needs of other groups of students.

# THE COUNSELOR'S LIMITS

HARRY HASELKORN

RECENTLY a student posed a problem for the instructor of a course in counseling. A client enters the counselor's office with the statement that he is going to commit suicide. What should the counselor say and do?

The broader implication of this question is what are the limits, if any, of counseling? This question has been discussed often, but little has evolved in terms of uniform procedures or approach. The counselor has not been told what his limits are, nor has there been any "normal" evolution of boundaries as the field of guidance and counseling has grown. This question is of immediate importance (more so in certain geographical areas than others) because of the pressure being exerted by other professions to limit the "treatment of mental conditions" to certain individuals.

It is not our purpose to argue the relative merits and demerits of one particular professional group having sole responsibility for such "treatment." Our purpose is rather to describe the limitations, if any, that should apply to the counselor who does educational or vocational counseling. To begin with, one must accept the premise that counseling and guidance, whether it be educational or vocational, deals with "mental conditions." Regard-

less of which of the existing definitions of counseling one adheres to or follows, it must involve the establishment of some kind of interpersonal relationship. This relationship is carried out on an intellectual level. There must be a meeting of the minds.

## Proscribing Limits

There are agencies and individuals in the field of counseling and guidance who narrowly prescribe their activities to what they consider to be well defined limits. A large vocational counseling service which is part of a community agency feels that vocational counseling does not include the discussion of emotional or personal problems. It would seem difficult to determine just where vocational adjustment ends and personal adjustment begins under these circumstances. The counselor would be hard put to make this decision in many cases. On the other hand, the counselor in a private but non-fee-charging placement agency asks many questions of a client who has been mentally ill concerning his illness and diagnosis. Much of this information may not be particularly relevant to the placement of the individual. Counseling in one large industrial firm, as described in R. L. B. Roessle's article in the Spring, 1952, issue of *The Vocational Guidance Quarterly*, operates on the principle of "first aid, support, and referral." These are limits set by the employer and

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certainly are warranted in terms of the objectives set for the program.

Another example of the broader applications of counseling is provided in the field of remedial reading. Most authorities in this area recognize the effect of psychological factors upon reading defects. Counseling, directed toward eliminating those psychological factors which make for poor reading habits, has become part of the correctional equipment of workers in this field.

The purpose of the illustrations cited is to emphasize a basic principle. It is not wrong for a counselor to do what he is qualified to do in terms of training and experience. Even beyond this, however, what he does must be pertinent to what he is trying to accomplish. If discussing personal adjustment is pertinent to setting up a sound vocational plan and the counselor is qualified to do this, then by all means personal adjustment should be discussed as part of vocational counseling. Aware of the complexity of personality, the counselor should know where his competence indicates he must stop.

Getting back to the question originally raised by the student in a counseling course, the answer is obvious. The expression of sui-

cidal thoughts or tendencies (if given seriously) are the expression of abnormal or psychotic symptoms. As such, the counselor in most instances is not equipped or trained to deal with such symptoms. After receiving treatment for these psychotic symptoms, such an individual may then come to the counselor with an educational, vocational, reading, or other kind of problem which the counselor is better equipped to handle. It is conceivable that there may yet be a relationship between the initial psychotic symptoms perceived and the problem the counselor now has to deal with. If so, the psychotic symptoms may be handled in terms of this relationship, but not in any focus of primary treatment.

To sum up, defining the limits of the counselor has not kept pace with growth in the field of counseling and guidance. The limits of the counselor may vary depending upon his training, experience, and the situation or job he finds himself in. The counselor must not go beyond his capabilities. Though his capabilities may permit variation in individual cases, his work should always be pertinent to what he is trying to accomplish.



## HOW *the occupational* FILE SERVES STUDENTS

by WILMA BENNETT

To point out material matching students' interests in occupations, the librarian at Covina (California) High School prepared a list of fields of work used in a standard filing plan and grouped under related school subjects taught in two high schools in the School District. The Curriculum Director of the School District, at whose suggestion the project was undertaken, then gave the mimeographed lists to the social studies teachers preparing to teach a unit in occupations. These teachers distributed the lists to their pupils for study previous to their scheduled class periods in the library to read

about jobs. Study of the list, in the light of the findings of their occupational interest inventories and other factors discussed in class, prepared the pupils to come to the library having in mind the specific fields of work they wished to investigate.

The pupil can approach the file directly and find his own material since the filing plan as outlined in *Occupations Filing Plan and Bibliography of U. S. Government Publications and Other Pamphlets on Jobs* published by the Sterling Powers Publishing Company of La Porte, Indiana, is based on the principle of broad headings, self explanatory to the user. The headings are in harmony with the *Dictionary of Occupational Titles* and fitted to the material in print. The

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WILMA BENNETT is Librarian, Covina (California) High School and originator of the filing plan described.

fields of work are compressed to 223 headings with 483 *see* cross references to guide the user from the many terms by which jobs are known to the larger field in which the job is included. Pupils also find *see also* references to suggest other similar types of work. For example, the folder *Medical Occupations* carries the following: See also Chiropody; Chiropractic; Dentistry; Hospital work; Medical record librarian; Medical technology; Medicine and surgery; Nursing; Occupational therapy; Optometry; Osteopathy; Pharmacy; Physical therapy; Psychiatry; Public health work; Scientific work; Veterinary medicine; X-ray technology. One aspect of a field is related to its larger subject as: Counseling. See Personnel work; Hospital library work. See Library work; Lock tender. See Water transportation.

When a class is scheduled to the Covina High School Library, the teacher arranges that groups working on the same field, such as agriculture, nursing, teaching or engineering, sit at the same table. He then has one from each group queue up with the individuals and each asks the librarian for the folder on the field of work which he is investigating. In the interest of saving time and avoiding confusion the librarian can pass out the material in a few minutes. After the group as a whole have settled down to read, individuals may then come back to the file to browse or to select whatever additional material they want.

To serve more pupils simultaneously, the Occupations File has been placed in the top drawers of our six vertical files and the general information files occupy the three additional lower drawers in each of the six files. Pupils are required

to leave folders and pamphlets on top of the files after using. The pupil assistants in the library then check the material to see that it is in its proper folder and re-file the folders. The folders are numbered to keep them in alphabetical order and speed up filing. When a pupil borrows pamphlets for home use he writes his name on a card on which the library assistant writes the number of the folder and number of pamphlets being borrowed. The library assistant then puts the pamphlets in an envelop and writes the date due and the borrower's name on the outside. We use envelopes in which we have received magazines. The charge cards are filed by date due and are alphabetized by the name of the borrower. Even a hundred pamphlets returned in a day thus may speedily and accurately be checked in by a pupil assistant.

The Occupations File is consulted many times a day by individuals and all are welcome to help themselves. It contains some 1500 pamphlets but if the pupil is unable to find information on any job he tells the librarian and every effort is made to locate information for him. The File has been publicized throughout the school and even in the community so that parents as well as pupils use it. A project for the future is the compilation of a list of the 223 fields of work headings as related to the occupational inventory used in the school. The Occupations File headings and cross reference remain alphabetized for easy consultation while varying special lists may be prepared to fit special purposes desired at any time. Copies of the occupational headings arranged by school subjects may be obtained from the author at Box 242, Covina, California.

# Hempstead TEACHES OCCUPATIONS

by ANNE D. MACDOUGALL

DESPITE OVERCROWDED conditions, the Guidance Department of the Hempstead, New York, High School, recognizing the need for a course in occupational information, was able to incorporate such a course in the curriculum at the beginning of the second semester in the school year 1952-53.

The course was established on an exploratory basis with the hope that it might ultimately be incorporated as one of the phases to be covered in a 30-minute homeroom period. Meanwhile, a well-trained teacher who had had several courses in guidance inaugurated the course.

Membership in the class, which met daily for one period and carried one-half unit of credit, was on a voluntary basis. Many of the applicants could not be accommodated. Because of the exploratory nature of the course we restricted its membership to 23: 10 juniors and 13 seniors. All but one student entertained some plans for post-high school education but did not know for what work they wished to prepare themselves. One fact became clear: Those who plan to do further study need occupational information just as definitely as those who are in terminal high school programs.

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The first few class periods were spent in self-exploration. The students expressed themselves in regard to what they *thought* they *might* be interested in doing, what they would like to know about jobs, and what they had to offer. Each student took the California Occupational Interest Inventory (Lee-Thorpe) and, under the direction of the head of the English Department, wrote an autobiography. While the inventories were being scored and the autobiographies read, we showed a series of Coronet films on investigating and choosing occupations. The class consensus was that these films were more suitable for freshmen or sophomores!

The results of the interest inventories were given to each student by the guidance counselor in personal conference or in small groups of 5 pupils or less; each student did his own item analysis, using the Dictionary of Occupational Titles. From this study the student chose three occupations in which he was interested. He wrote a report on each occupation, following an outline prepared by the class, based on several published outlines. These reports were presented to the entire class.

The occupations class met the first period of the school day, beginning at 8:10 a.m. Due to the early hour it was not easy to find outside speakers, and it was difficult to plan field trips. We used the personnel of our own school to present their occupations: our nurse, placement officers, home economist, music teacher, and members of the retailing class currently employed. A representative of the Farmingdale Agricultural and Technical Institute showed a movie, and two representatives of

the New York State Employment Service talked to the class. We scheduled a trip to Grumman's Aircraft Corporation and one to a nearby small-parts manufacturing industry.

The class engaged in many other activities. Students reported on articles on job opportunities and occupational information from current magazines and newspapers. The class discussed the follow-up study of terminal student graduates of the past two years, made available by our vocational counselor. (The group showed particular interest in the salaries reported!) The class was "briefed" on labor laws and labor unions and also practiced filling out employment blanks and interviewing for jobs.

#### Student Comments

When asked to evaluate the course before its completion, the majority of the class (16), reported that the *most valuable* part of the course was information on "the requirements of an occupation." In telling what they *liked most* about the course there was no clear-cut majority, but several (7) liked hearing the reports of jobs in class, even though they themselves were not primarily interested in the jobs. Others liked the outside speakers, and one or two, the movies.

Neither was there marked agreement on what they *liked least*.

Three said there was nothing they did not like. Three disliked the duplication of reports on particular jobs. Two did not like the idea of writing an autobiography, and several felt it took too much time to look up information. One boy wrote that he felt there were not enough "disadvantages" given in the reports of various occupations.

With regard to suggestions for improving the course the responses were more uniform. The majority would have liked more outside speakers, field trips, and movies. Unfortunately, appropriate movies are not easy to find.

The second semester of 1953-54 we plan to continue the course, giving a complete battery of achievement and aptitude tests to explore more fully the students' potentialities. The length of the class periods next year will be 45 minutes, and we hope to have the class scheduled later in the school day to solve some of our "technical" headaches.

To others planning a new course in occupational information, I urge making it available to pre-college as well as to terminal course students. Each school must work out its own course to suit the needs of the group it plans to serve. There is a wealth of material to draw from, but the success of the class will depend largely on the background and ingenuity of the teacher.

# Job Preparation for the MENTALLY RETARDED

by RALF A. PECKHAM

MOST OF THE mentally retarded school youth who reach a working age and whom the school then refers for vocational rehabilitation are young people with no prior job experience. They may have learned in school how to handle some of the simpler tools, and perhaps they even have made a birdhouse or two. But they know very little about an employment interview or how to do effective telephoning. They have had no experience in punching a time clock or in comprehending union dues and checkouts. And they understand all too little about job responsibility, customer relations, appropriate dress, and job sophistication. For various reasons they have been occupied with a quite different experience in school. Nor has this academic approach always met with their approval. Many of them seem to be belligerent about their regular school diet and seem scarcely unable to wait until their sixteenth year so that they can plunge into the world of work—prepared or not. Youth of this type who are referred for vocational rehabilitation pose a problem that is additionally perplexing since the simplest job essentials are often outside their knowledge. For instance, in one large city, a girl of eighteen was referred from a special

education class. She did not know the mechanics of traveling on a city bus from her home to downtown, nor how to get a transfer. The counselor who was assigned the case rode with the client on the busses, showed her how to transfer, and then followed a few times by automobile to see that she got off at the correct stops and made the proper transfer. After that she was placed on the job.

Certainly no one should blame the classroom teacher for this specific lack of prevocational sophistication since the average school is primarily concerned with an academic, intramural curriculum, and the teacher's role is usually well defined. In the State training schools the emphasis is sometimes entirely different. There, vocational adjustment as a primary goal is never out of sight. The student is trained on jobs identical to those to which he may legitimately aspire on the outside; he is given "work-out" experience in the community until the school is satisfied that he can manage himself in the world of work; and then he is placed by the school on the job. Because of the completeness of the training, the vocational rehabilitation agency is not involved so extensively in the job placement of youth from the State training schools, but there do exist certain cooperative relationships—particularly in the area of sponsoring additional vocational training. Experience in Michigan so far has indicated that youths

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from the State schools comparable in age and intelligence to those from city special education classes are more sophisticated in job habits, job attitudes, and seem easier to place.

However, there is much more to job adjustment for the mentally retarded than the placing of the boy or girl upon the job. Recently, in the Michigan program of vocational rehabilitation, a study was made of some 80 cases of mentally retarded older youth and adults who had ultimately achieved a job adjustment. Almost every case was observed to have a history of job tryouts, job failures, and then, after going through certain processes, job adjustment.

### The First Job

What happens at the time of the first job placement? Usually a great deal happens. Analysis of these 80 cases showed that each individual almost immediately lost his job. And why? The most dominant problem is that of acceptance on the part of his fellow workers. When a mentally dull person is placed on a job, his major problem is that of meeting the razzing, teasing, and joking which invariably occurs as soon as he encounters normal break-in difficulties. Many clients of good appearance soon quit their jobs because of this one factor.

Job interruption or dismissal was noted to be about equally influenced by the lack of vocational sophistication that the retarded youth on his first job seems always to exhibit in an exaggerated degree. Next as a cause for job interruption was the problem of salary dissatisfaction. In a sense this is partly related to the naiveté of the retarded who make little dis-

tinction between the better-paid jobs and the less exacting lower-paid ones to which they are ordinarily assigned. Other factors prominent in job failure on the part of the retarded are also related in a similar way to a lack of sophistication, or an inability to get along with fellow workers.

Eventually, however, each of the 80 individuals worked through to a satisfactory job adjustment. But to this adjustment four factors contributed. In order of frequency they were: employer-counselor conferences; family-counselor conferences; definite "on-the-job training"; and client-counselor conferences after placement on the job.

The period of job adjustment that transpired between placement and adequate adjustment to the job required an average of some  $4\frac{1}{2}$  months, and involved an additional 2 visits to the scene of employment by the counselor, 2 or 3 visits to the home, 4 additional phone calls or letters between client and counselor, and some 3 letters or phone calls from other agencies or individuals. The retarded worker simply cannot be placed upon a job and then left to his own devices. There must be a definite job adjustment program.

### Cooperative Training

No high school that I know of has a cooperative training program for the mentally retarded such as those financed in many school districts for "so-called" normal youngsters under the George-Dean Act of 1937. I am excluding the voluntary job placements that some of our special education teachers do for older boys leaving school. I am referring, rather, to a cooperative program under which a retarded boy, for instance, might

spend 4 hours a day in a gasoline station learning how to pump gas, change the oil, repair a tire, and handle a customer, all under supervision, and then receive 4 hours of classroom help in the school, acquiring the school skills he needs to know for the job as well as for total adjustment. It is the extension of such a program in behalf of the retarded that would be likely to meet a real need. Many educators believe their hands are tied by school codes or laws that require their charges to remain within the four school walls if they are to receive state aid for pupil attend-

ance. If they should reexamine the statutes, they will find in all likelihood that education may be extended almost anywhere, to meet any legitimate need. They need only consult the State director of vocational education in their State department of public instruction for reassurance and guidance in such an endeavor.

There is opportunity for the widespread use of cooperative education in behalf of the retarded. We in vocational rehabilitation have come to see how pointedly they need it. We hope they get it.

### ***On Older Workers***

*Monthly Labor Review*, July, 1953. K. C. Flory of Allis-Chalmers Manufacturing Co. discusses "Selective Placement and Retraining of Older Handicapped Workers" as presented in his paper at NVGA's Section on the Older Worker at the national convention of APGA at Chicago, April 1, 1953.

*Independent Woman*, April, 1953 and July, 1953. Dorothy Warren in the April issue describes refresher training and placement for older women with previous experience as stenographers and touch typists. Edythe Kennedy in the July issue describes the problems of the older woman seeking employment and makes suggestions based on her experience as a supervisor in the California State Employment Service.

## ***When Is a Filmstrip . . .***

**by WALTER E. JOHNSON**

**Society for Visual Education, Chicago**

1. It is good when it correlates with, and enriches, the curriculum . . .
  - . . . by presenting new material,
  - . . . by supplementing the textbook,
  - . . . by increasing appreciation,
  - . . . by testing learned facts,
  - . . . by giving practice in skills.
2. It is good when it suits the grade level for which it was made by . . .
  - . . . considering vocabulary,
  - . . . considering illustrations,
  - . . . considering content.
3. It is good when editorial integrity is maintained with . . .
  - . . . authoritative ideas,
  - . . . accurate facts,
  - . . . reliable illustrations and photographs.
4. It is good when it is structurally sound . . .
  - . . . through continuity and content organization,
  - . . . through accepted learning patterns,
  - . . . through sufficient coverage of subject matter,
  - . . . through simple and clear ideas,
  - . . . through appropriate commentary.
5. It is good when illustrations and photographs are . . .
  - . . . interesting,
  - . . . artistic.
6. It is good when it stimulates pupils . . .
  - . . . to seek further information,
  - . . . to participate in discussion,
  - . . . to act upon suggestions.
7. It is good when it is technically correct . . .
  - . . . with legible and pleasing type,
  - . . . with good photographic reproduction.

***. . . a Good Filmstrip?***



*Counselor and boy discuss test results*

## **COORDINATED COUNSELING at Highland Park**

**GEORGE HALLOCK and RUSSELL L. PATTERSON**

**R**ECONIZING the need for an individual specialized procedure of vocational guidance for high school and junior college students, the Highland Park, Michigan, Board of Education absorbed partial operation costs of the Highland Park Guidance Center in February, 1952. The Veterans Administration had several years previously contracted with the Board of Education for the establishment of this Guidance Center for the vocational counseling of veterans.

GEORGE HALLOCK is Director of Pupil Personnel, Highland Park Board of Education, and RUSSELL L. PATTERSON is Chairman of the Highland Park Guidance Center.

The Highland Park High School counselors and the deans of the Highland Park Junior College can now effectively utilize two specialized services in the school system to broaden the scope of their individual counseling. The counselors and deans may refer individuals with emotional problems to the psychological division. Here the student may be seen by one of the visiting teachers, the school psychologist, or, if necessary, by the school psychiatrist. The Guidance Center, however, is primarily for the "normal" student who wishes specialized vocational guidance.

New counseling forms were de-

veloped for use with Highland Park students. The vocational counseling procedure, however, remained basically the same as that used with veterans. The student, after referral by the high school counselor or dean, is interviewed by the vocational counselor at the Center. Referrals are primarily based on student requests, following orientation to the purposes and procedures at the Guidance Center. A battery of psychological measurements is selected for the individual student, based upon information from the initial interview, a transcript, and remarks from the individual making the referral. Upon completion of the psychological measurements, the vocational counselor interprets the results to the student in terms of school curriculums, advanced training, and employment objectives. Differences in interests, aptitudes, achievement, and personality are explained in terms of occupational selection and training programs. Occupational information is then reviewed in terms of possible employment objectives. Training requirements are given special consideration. Insight is developed in order that the student may make satisfactory and realistic decisions regarding vocations and training. A complete summary of the day's procedure, including an interpretation of the test results, is then written, and forwarded to the high school counselor or dean who will continue with the "follow through," help the student work out specific programs, and encourage further occupational investigation in the areas discussed at the Guidance Center. If the student is referred during the first two years of high school, his return in his last year for further evaluation may be

recommended. It is hoped that all high school and junior college students in the system may experience this procedure before leaving.

A survey conducted during the first few months of vocational counseling with high school and junior college students found no student dissatisfied with the procedure. All stated that they developed a clearer understanding of their aptitudes and interests. Although a majority of the students appearing at the Guidance Center had prior vocational or training plans, approximately one-third of this group discovered that a change was advisable. However, approximately three-quarters of the group without prior plans developed ideas in terms of occupations as a result of this counseling. A questionnaire sent to the respective high school counselors and deans revealed that the students apparently had gained the necessary insight to make more realistic vocational decisions and had developed greater motivation.

Since the Guidance Center is not a part of the high school or junior college, rapport is quickly developed with the students. When personal problems appear to be a significant factor in the vocational counseling procedure, referral is made to the psychological division upon consent of the student. Upon conclusion of personal adjustment counseling, the psychological division schedules a completion appointment at the Guidance Center if necessary.

The integration of counseling responsibilities at Highland Park offers a greater service to the individual student and to the overloaded high school counselors and deans who are helped to assist the student more effectively in achieving satisfactory adjustment.

# ***The CAREER BOOK***

## ***as an Instructional Aid***

by EDWARD J. DURNALL, JR.

MANY INSTRUCTIONAL procedures have been utilized in college undergraduate and graduate courses in occupational and educational information with varied results. The author recently made use of a Career Book to acquaint the students enrolled in such a course with the problems and procedures involved in obtaining and using occupational and educational information.

A Career Book is a compilation of information concerning an individual coupled with an analysis of occupational and educational in-

formation pertinent to the individual's plans. An outline of a typical Career Book might appear as follows:

1. Introduction.
2. Autobiography—home background, hobbies, work experiences, etc.
3. Scholastic record.
4. Results of psychological tests.
5. Possible occupational choices.
  - a. Occupation A—analysis and evaluation.
  - b. Occupation B—analysis and evaluation.
  - c. Occupation C—analysis and evaluation.
6. Possible training institutions or establishments.
7. Tentative conclusions.
8. Bibliography.

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***Students compile information for their Career Books***



The Career Book offers the student the opportunity to recognize the necessity of relating occupational and educational information to the individual's scholastic achievements, socio-economic status, results of psychological tests, and past experiences. Furthermore, it furnishes the counselor-in-training with a device which may be used to advantage by his future counselees and students.

The reaction of the class-members to this instructional device was very favorable. Typical comments were: "It gave me a chance to really see the role of occupational information in guidance." "The

Career Book is something I would like to use with my pupils in my English classes to stimulate their thinking about the future." "I was able to relate test information to occupational information . . . something I have never been able to do before."

The use of a Career Book in the training of counselors tends to counteract the impersonal nature of most occupational information. While the Career Book cannot be relied upon to cover all phases of a course in occupational and educational information, it serves a definite purpose in a straightforward and economical manner.

*Note:* RAYMOND MILLER, Dean of Fairleigh Dickinson College, Rutherford, New Jersey, in discussing occupational information for college students at the NVGA Convention, April, 1953, emphasized the following procedures: (1) the use of a business forum; (2) the studies of industries by students; (3) the use of clinics in various areas, such as journalism and hotel administration; (4) job clinics; (5) use of advisory groups; (6) the cooperative work of the placement work of the placement office and the director of guidance; (7) coordination of summer jobs and the part they play in occupational adjustment; (8) use of personnel institutes; (9) use of visual aids; and (10) the general close coordination of the college, student, and industry.

# *a physician looks at VOCATIONAL GUIDANCE*

**I**T IS APPARENT that the physician is exposed to vocational guidance during his or her own school days. During that time parents and friends contribute discussions about various vocations. The influence of an idolized family doctor or the set ambition of a well regarded classmate or sibling come into play. Fascinated by science or by humans early in his high school career and guided by a course almost too well organized because of the need for so much information, the potential physician goes through many years of training without being diverted. As a result, the physician has no experience of his own in guiding others in choosing vocations, and hence is in no position to criticize from professional experience those who have chosen this field as a career.

However, as an industrial physician and a woman most concerned with women employees, I am able to call your attention to some areas that need emphasis. These are fringe areas. They will not help the individual select his vocation, but will help him practice it with greater success. They become apparent when the same inadequacies

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JEAN D. WATKEYS

are found in so many workers. Hand coordination, muscle tone, appropriate attire are directly significant. Attitude is a more subtle problem. It is essential in contributing to job responsibility and tolerance of monotony or repetitive activity, and it somewhat controls fatigability. Techniques for helping the worker include scheduling and discussions of balanced living.

We do not have to separate the factory girl, office girl, or homemaker. In the duties of each appears the need for many of the attributes taught by indirection in school, but which they, as workers, do not recognize as being pertinent to life occupation. Direct positive teaching is more valuable. It is impossible to teach everything to all. However, many absorb a lot more than is at first apparent. They cannot reproduce information unless they have been exposed to it, so we must provide them with

adequate background for the future.

Clothing and hygiene must be reviewed. The fact that these problems are discussed repeatedly by the counselors in the factory and the medical department is evidence that workers have not gained the information they need. Neatness and cleanliness are paramount. By experience, I find that the factory girl who has body odor is as much frowned upon as is any secretary of an officer of the company. Clothes must be appropriate to the job. Hats to protect hair and non-frilly clothes are necessary in many areas to protect from accidents. Conservative, non-party clothes are desirable during work days so that attention is not distracted from business activities. Shoes merit particular discussion. Feet do a measurable amount of work, *i.e.*, they carry so many pounds over so much territory per day. High heels on concrete floors produce real fatigue. Well designed and properly fitted shoes need not be unpleasing in appearance and will save a great deal of energy. Energy thus saved can do other work, adding up to happier living per unit of time.

### Muscles and Coordination

Muscle tone and coordination bear comment. Gym, to many of us, is that distressing hour repeated several times each week wherein we get out of breath, achieve aching muscles, and make the next class late and with wet hair. We do not project to the time when we may need muscle groups of good tone to work at a bench, or in the garden, or in the house. We do not understand that continuous exercising, whether in formal gymnasium classes or not,

when tailored to fit individual needs, will keep us in condition for the physical activities in which we take part. The factory worker with poor muscle tone frequently needs some kind of massage or heat treatment while he becomes hardened to his task. The office worker and the factory worker need to know enough about the muscles of the body and their function to be able to select proper chair heights. The technique of lifting, *i.e.*, using the heavy muscles of the body, viz. shoulders and hips and thighs, is essential and should be taught so well that proper lifting becomes automatic.

Obviously, identification for the worker of his capacity in fine finger coordination will help him to be better placed on a job. Hobbies may help to clarify this capacity when school time has not been available to identify it. Versatility is essential to the worker, for the same job may not be available throughout his productive life. Hence, it is necessary to train him to do several jobs in his category of fine work or of coarse work and to help him establish an attitude accepting this. Better placement means better tolerance of repetitive work and better accuracy, a happier employee, and a more satisfied boss.

### Scheduling

Now let's talk about scheduling—an essential technique in helping each individual to work out his pattern of activity whether for a day, a week, or a longer time unit. He must decide what things are important in his living, accept the fact that he cannot tuck all human experience into one lifetime, and willingly try to do well those "important" things he has set out to

do. He is successful when the accumulation of single days is satisfactory. Therefore, we may start with planning a day and let us select a work day. We shall use the starting time of the work day as our base and work backward! We know when the individual must be at his desk or bench and how long it takes him to get there. He must have an adequate breakfast to do an efficient morning's work. He may have to prepare it and do some minimal household chores. He knows how long it takes him to get dressed—so we can figure back to arising time. We know that the average American adult requires about 8 hours sleep; so we know when he should be in bed ready for sleep. We are also aware of the fact that people do not sleep well who race until they fall into bed; so we help with the planning of an hour before bedtime when the pacing is decreased—planning that prepares clothing for the next day and includes pleasant, relaxed reading or some restful hobby activity. The person knows the time he arrives home, how long it may take to prepare and eat a well balanced meal and hence knows the amount of time in the 24 hours available for other activity, *i.e.*, the time from the end of the evening meal to the time to prepare for bed. It is essential with most to carry out this kind of positive, detailed planning. Generalizations are not successful.

The leftover time of each day is the time we use to provide the bal-

ance in living. Working, eating, and sleeping are essential to all of us, but by themselves in monotonous routine provide such dissatisfaction that the worker may be away from his job complaining of fatigue or nervous exhaustion, when really he is bored with the sameness of his activity. Even though the leftover time each day seems short, well planned use of that time will add up to an impressive amount by the end of a year. These hours are those we use for creative activity (handicrafts), community activity (church work, volunteer agencies), enjoying our friends (entertaining, calling on them) and enjoying the activities of others (reading, theater, TV, radio). All are happier when doing some creative work so that this must be urged. Couples have happier lives, too, when they share the work, whatever it may be, so that they may share the recreation. People busy at happy balanced living have no time for nervousness; their energies are better used.

These are the highlights that are necessary adjuncts to successful work as I see them:

Good hygiene for health reasons and to avoid offending.

Appropriate attire to avoid injury and to assist concentration on job activity. Good muscle tone and muscle coordination analysis to facilitate job adaptability.

Scheduling as an aid to a full, satisfying life.

Balanced living as a goal and to enhance good attitude.

## **Counselor-Social Agency Cooperation in Cincinnati**

Counselors in the Cincinnati Public Schools have found close cooperation with local social agencies a source of strength for many years, according to Mary P. Corre, Supervisor, Division of Counseling Services. The relationship makes it possible for school counselors to "clear" with the Social Service Exchange of the Council of Social Agencies to discover social agencies interested in a particular child or his family and to communicate with them so that all may work together.

By "registering" selected cases with the Social Service Exchange, the counselor insures that he will be called into conference by social workers who may also be working with a child or his family. Counselors frequently take part in case conferences called by social agencies.

The Supervisor of Counseling meets from time to time with the staffs of various social agencies to interpret the schools' counseling program and to confer concerning ways in which schools and social agencies may work more effectively together. Each year a letter is sent to social agencies serving school children and their families, reminding them of the work being done by counselors and requesting that social workers refer special cases to and confer with counselors relative to the school adjustment and future plans of children in which they are mutually interested. Names of counselors and the schools to which they are assigned, as well as a supply of referral forms, are sent annually to social agencies.

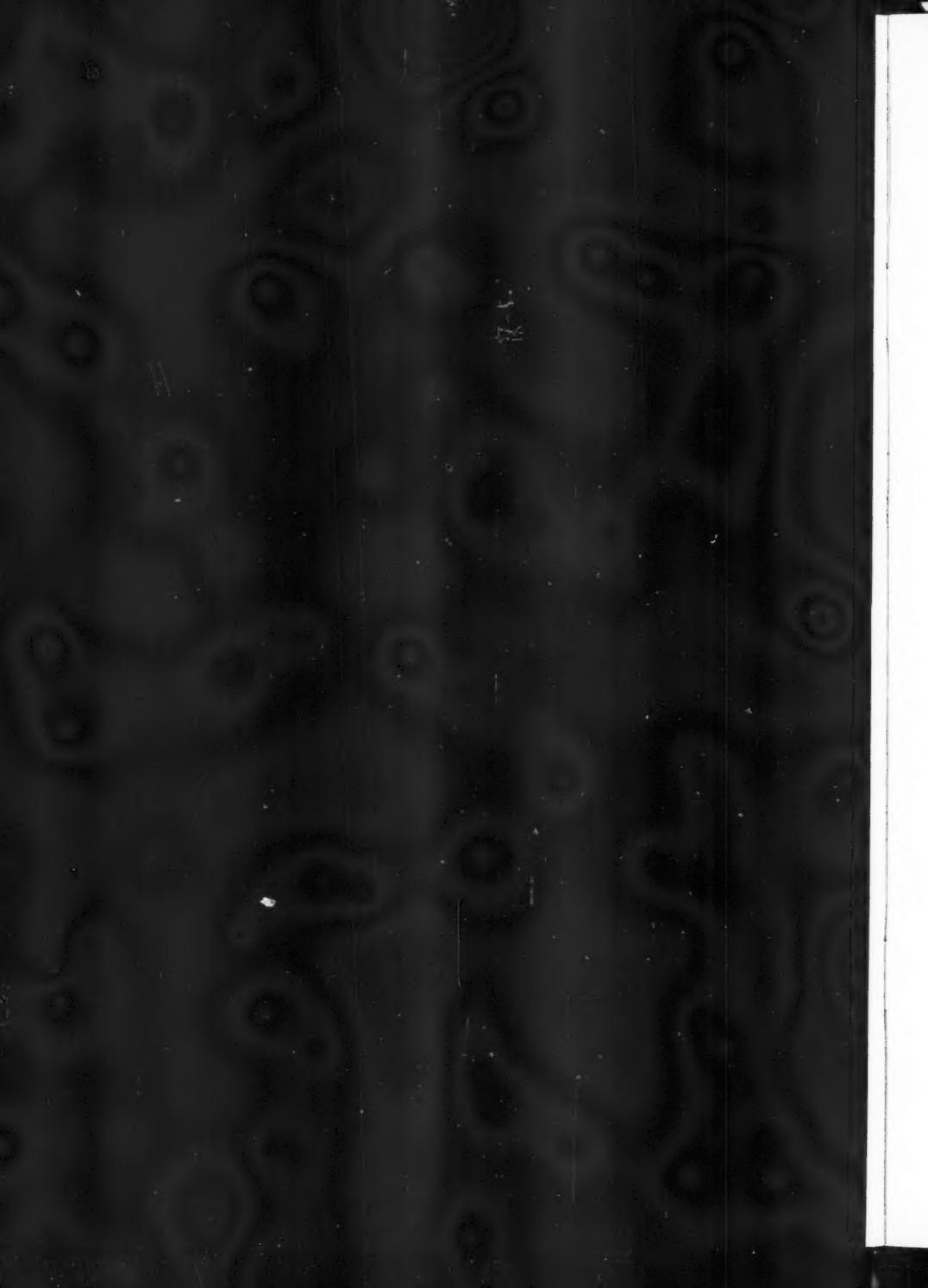
### **If We've Got Zip . . .**

. . . it's because

among other reasons—we've got pictures. We've got pictures in this issue showing: exhibit at the Florence, Italy, International Vocational Guidance Seminar photoed in Montecatini . . . a Du Pont training session furnished by the public relations department . . . a career information library taken by Ray Handville of Moravia Press . . . the alumnus who travelled all night to attend the Islip High School Alumni Day Program . . . students using the occupational file at Covina (California) High School . . . a counseling session at Highland Park (Michigan) Guidance Center . . . a library scene from Oregon State College . . . Dr. Jean Watkeys furnished by Eastman Kodak.







# NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, INC.

*A Division of the American Personnel and Guidance Association, Inc.*

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**Constitution:** Donald E. Kitch, State Department of Education, Sacramento, Calif.

**Convention Program:** Elizabeth C. Morrow, Counselor, McKinley High School, Washington, D. C.

**Foundation Grants:** Edgar Harden, Continuing Education Service, Michigan State College, East Lansing, Mich., and Robert H. Shaffer, Office of Dean of Students, Indiana University, Bloomington, Ind.

**Membership:** Oliver C. Davis, Department of Guidance, New Rochelle Public Schools, New Rochelle, N. Y.

**Nominations and Elections:** Harry W. Smallenburg, Los Angeles County Schools, 808 North Spring Street, Los Angeles, California.

**Professional Membership:** Arthur A. Hitchcock, Junior Division and Counseling Service, The University of Nebraska, Lincoln, Nebraska.

**Public Information and Professional Relations:** Mary E. Campbell, Condé Nast Publications, Inc., 420 Lexington Avenue, New York 17, New York.

**Selective Government Subscriptions:** Robert Shosteck, B'nai B'rith Vocational Service Bureau, 1761 "R" Street, N. W., Washington, D. C.

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**Young Workers:** Mary Basso, Department of Guidance, Providence Public Schools, Providence, R. I.

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**Group Methods of Presenting Occupational Information:** Robert Hoppock, School of Education, New York University, Washington Square, New York, N. Y.

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